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ABSTRACT

These three newsletter issues are designed for users of the Council for Exceptional Children's Life Centered Career Education (LCCE) curriculum. The newsletter's goal is to inform practitioners of curriculum implementation ideas and transition issues and to provide a forum for the exchange of ideas. Featured articles discuss meeting transition needs through community-based inclusion and LCCE, using portfolios to document training and work experience, stopping violence the LCCE way, using LCCE in the city to help empower the community, standards for transition personnel, cooking instruction, LCCE training programs, new legislation in helping crime victims with disabilities, and LCCE instruction in managing personal finances. (CR)

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THE LCCE INSIDER

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LCCE
The Insider

Vol. 2 No. 1 | Exclusively for Users of Life Centered Career Education | June 1998

LCCE Teacher Nets 'Best Practices' Award

When I am gone, what is going to happen to my son or daughter?" —That's a question heard often by special educator Pat Burch in her many years of teaching.

"Now," says Pat who teaches at North St. Francois County R-1 High School in Boone Terre, Missouri, "with our School to Employment Program (S.T.E.P.), parents can see we are helping our students learn skills to become independent and to lead productive lives."

This accomplishment has led the state of Missouri to name Pat and her program one of the state's 1998 "Best Practice" winners.

A strict selection process located a number of outstanding programs and teachers throughout the state, and all of these were required to show how their best practices did, in fact, lead to success.

Pat and Mike Burch show off the Senate Resolution honoring Pat as a Best Practice Educator.

"Many special services students in the past were leaving school unprepared for the world," explained Pat, "and subsequently had to rely on their families for support. S.T.E.P. enables them to become employed and live independently. They hold jobs, provide services in the community, pay taxes, and do not rely on tax-supported programs for their livelihood.

"We have infused Dr. Donn Brolin's **Life Centered Career Education Curriculum (LCCE)** into our academic special services curriculum. This has helped ensure that our students receive a good functional curriculum so necessary for a successful transition."

Pat's success and enthusiasm for **LCCE** led her to become an **LCCE** trainer, traveling the country, often accompanied by her husband Mike, to give on-site training to districts implementing **LCCE.** Workshop participants often describe her as "inspiring."

Pat summed up the program's effectiveness: "Our students are leaving with essential functional skills in the daily living, personal-social, and occupational areas."

South Park Works!

Meeting Transition Needs Through Community Based Inclusion and LCCE

by Beth Ritchie

South Park is a separate high school for students with mild to moderate mental disabilities, autism and learning disabilities. It's located in Jamestown, North Carolina, a medium sized city with a variety of businesses and industries close by. Beth Ritchie is a special education teacher in charge of the community based inclusion program. This is her story.

A very intense effort to develop and implement a Community Based Vocational Training (CBVT) program for our exceptional students at South Park High School has been underway since 1995. The impact of this program on all the individuals involved is far greater than I ever imagined.

Expectations have been raised for our students by parents, teachers, the community, and most importantly the students themselves. Teachers are experiencing renewed enthusiasm about the subjects they teach and some of our students are experiencing success for the first time in their school careers.

CBVT focuses on preparing students to function effectively in non-school, integrated environments including interacting with their non-disabled peers. This is inclusion into the *real world* and it works because our students acquire new skills more efficiently in the actual places where they need to use them.

This year has brought on 2 significant changes to the way we deliver special education to our students: the implementation of a Community Based Inclusion (CBI) initiative and of **Life Centered Career Education**. Purchased through a Systems Change Grant for transition, **LCCE** was a great complement to our program and pulled CBVT and CBI together.

At the outset of the program in October 1995, nine of our 12 seniors with trainable mental disabilities (TMH) and severe/profound mental disabilities (S/PH) began their vocational training experiences at two sites: T.J.Maxx and The

continued on page 2

Inside The Insider

• **Training News**.....2
LCCE regional training to be held in Reston, Virginia

• **Notebook**.....3
Three ways to help stop school violence

Teaching Tips

Gleaned from the pages of *Education Daily* and the *Special Education Report*.

Collecting Alternate Data

These alternate assessments— which are easy to accomplish through the LCCE curriculum—were suggested by Martha Thurlow of the National Center on Educational Outcomes at the University of Minnesota.

- Complete a checklist or rating scale.
- Require the child to develop a portfolio.
- Include student in a group performance task.
- Judge progress toward IEP goals.

Teaching Effectively

A new report from the Education Department lists several types of instruction that can help students with disabilities.

- Explicit instruction—step-by-step instruction with practice and feedback.
- Anchored instruction—creating real-world, problem solving experiences.
- Peer tutoring—facilitating students working with each other on study or classwork.
- Cognitive strategy instruction—teaching students techniques for learning.

Check your CEC Resource Catalog for books and videos related to these topics!

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Portfolios Document Training, Work Experience

North Carolina Food Bank. In the second phase of our plan we included younger TMH-S/PH students, adding five more training sites and enrolling 17 more students in the CBVT program. This brought our total number of CBVT students to 26.

Our plans in the next school year included making CBVT available to our sophomore, junior and senior TMH and Autistic students according to the specifications of their IEP/ITPs.

In order to give the students a variety of work experiences, we added some different sites to include industrial, clerical, and health care. Presently we offer training in clerical, housekeeping, food services, warehouse, auto mechanics, childcare, retail, and volunteer agencies.

> *"I remember one father who was apprehensive until he saw the results."*

We have also added some paid CBVT sites, and have secured "In-School Work Adjustment" stipends from Vocational Rehabilitation to reward students participating in non-paid training.

Our students train two mornings a week at their worksites. They usually get a new site each semester. The plan is that by the time they graduate from South Park they will be the proud owners of their own portfolio.

The Student Portfolio will showcase the skills the student has developed by participating in CBVT and in a functional curriculum—LCCE.

Unfortunately, our students do not have the opportunity to graduate with an occupational diploma. We feel having a professional portfolio would help bridge the gap that may occur with future employers. It also gives the students the immense pleasure of having their accomplishments documented.

In order to meet the guidelines set forth by the Department of Labor (DOL), a CBVT folder was designed and implemented for each student. This folder was designed with accountability in mind. Using this folder ensures that IEP goals are being addressed, the criteria set forth in IDEA are being met, documentation of DOL guidelines is recorded, a workable lesson plan is in place, and needed medical information and permission slips are on file.

We have developed a CBVT manual that details our program, including suggestions and steps needed to implement a CBVT program at other schools. The appendix includes copies of all permission slips, letters to parents and businesses, checklists, components of the CBVT folder, the Community Based Vocational agreement, and suggested lesson plans. A slide presentation highlighting our program has been developed and shared with other systems interested in the CBVT program.

Since the implementation of our program there has been renewed interest from both parents and students as they move a step closer to independence. I remember one father who was apprehensive until he saw the results. He reported changes in his son beyond just added work experience. For his son, the whole world opened up.

Training Updates

Next Regional Training Scheduled for September; Train-the-Trainer rescheduled for October

Individuals wishing to learn to make the most effective use of the LCCE curriculum should make plans *now* to attend the LCCE regional training institute at CEC headquarters in Reston, Virginia on September 24-25. Space is limited and applications must be received two weeks prior to the training.

Participants might wish to stay over the weekend and enjoy the peace and beauty of Washington, D.C. in the fall—without the crowds of school field trips. For information (including special hotel arrangements) and an application, call 703-264-9448.

The Train-the-Trainer Institute, originally scheduled for Reston last month, has been postponed until mid-October. This will allow any applicant who needs to complete the user training to do so in Reston in September. Trainer applicants must have previous experience or training in LCCE as well as experience in staff developmen,t and provide two references.

To get on the mailing list to receive more information on the Train-the-Trainer Institute, call 703-264-9448.

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Notebook

Every day:
13 children die from guns,
30 are wounded,
307 are arrested for crimes of violence,
5,703 teenagers are victims of violent crime.
—Children's Defense Fund, 1994 statistics

Stopping Violence the LCCE Way

With a series of tragic school shootings across the nation bringing the 1997/98 school year to a somber close, it's not too soon to plan ways to prevent such violence in the future. Schools alone can't be expected to solve the problem of school violence. However, schools, parents, and all segments of the community can work together, in the spirit of LCCE, to help solve this growing problem. As the African proverb says, it takes a village to raise a child—and to keep all children safe. Here are three things to do:

■ Know the Warning Signs of Violent Behavior

All members of the community should be attuned to the risk factors and to warning signs of violent behavior. According the the American Academy of Child and Adolescent Psychiatry, these are *some* of the factors which suggest a child is at risk for violent behavior:

- consistent violation of the rights of others, opposition to authority, thefts, and vandalism
- abuse of drugs and/or alcohol
- inability to cope with problems and daily activities

The following are warning signs of possible violent behavior:

- frequent loss of temper or blow-ups
- extreme impulsiveness
- being easily frustrated

These warning signs should ALWAYS be taken seriously. Members of the school community should agree how and to whom to report concerns.

The American Academy of Child and Adolescent Psychiatry has a web site where interested citizens can download fact sheets (there are over 60) which contain more complete information on how to deal with youth violence, and other issues facing children and adolescents. These may be reproduced for personal or educational use without written permission. Write to AACAP, Public Information, P.O. Box 96106, Washington, D.C. 20090-6106; Web site: http:/www.aacap.org

■ Teach *All* Students How to Deal with their Emotions

Take this opportunity to promote inclusion and to share valuable LCCE lessons with the whole school.

● LCCE Subcompetency 44, "Achieving Self-Awareness" contains lessons on identifying emotions, understanding ways one's emotions affect the behavior of oneself and others, and ways to cope with emotions. These lessons can be taught by home room teachers, art, music, health, and drama teachers. School nurses and psychologists, local musicians, doctors, and mental health professionals are brought in as guest speakers. Activities include role playing, brain storming, practice of relaxation techniques, analyzing one's own and other's behaviors as helpful or harmful.

● LCCE Subcompetency 49, "Accept and Give Criticism" contains objectives which show students how to respond appropriately to criticism, and how to evaluate and to learn from criticism. Coaches and athletes, and directors and actors explain the positive effects of criticism.

●LCCE Competency 15, "Making Adequate Decisions" offers several pertinent subcompetencies. Subcompetency 62 teaches students how to "Locate and Utilize Sources of Assistance." In one activity peers brainstorm for situations in and out of school where they would seek assistance and advice. This would be a great opportunity to help kids know what to do when an acquaintance is behaving in a threatening way. At the same time troubled students will learn where to go for help.

●Subcompetency 63, "Anticipate Consequences" contains many lessons teaching students the decision making or problem solving process. In one set of activities students are given scenerios and asked to come up with the best solution. Example: "Your parents tell you that your new friend is bad news and you should drop him. What should you do?"

■ Establish a School "Care Team"

Pull individuals from all parts of the school community onto a building level team called a "care team" to support and recommend service for at-risk students. This includes administrators, teachers, school psychologists, social workers, counselors, school nurses, custodians, cafeteria workers, bus drivers, parents and students. Student referrals can come to the team from a variety of sources, and the the team can make recommendations for any of a full range of interventions which may include in-building, district or community resources. The Care Team, to be effective, must actively monitor each case until it is placed on an inactive list.

For more information about care teams, read the book *Disruption, Disaster, and Death: Helping Students Deal with Crises*, by Obiakor, Mehring, and Schwenn. It has many other recommendations for building-level as well as district-wide strategies for preventing and coping with violence. It also offers a list of over a dozen crisis intervention information centers. The book is available from CEC. Call Constituent Services at 888-CEC-SPED.

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The Council for Exceptional Children
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Resource Corner

Take some time this summer to look for funding for your own educational needs! Dr. Judy Wald of the National Clearinghouse for Professions in Special Education has supplied these important facts about the money available for training transition personnel.

- In 1996, the U.S. Department of Education, Office of Special Education, spent over $8 million on training for individuals pursuing transition careers.
- Colleges and universities competed for 77 federal grants related to training transition personnel.
- Over 50 colleges or universities received federal money to train personnel.
- Over 900 persons were expected to receive training through these grants.
- You may be eligible to receive tuition reimbursement and stipends if you enter one of these programs.
- Most of these programs are for graduate studies or for certification in a transition-related area.
- As part of your enrollment, you may be able to work as a graduate assistant and gain experience that would enhance your marketability subsequent to graduation.
- NCPSE offers free information about financial aid resources, colleges and universities that prepare special educators and related services professionals, salaries, organizations that offer volunteer opportunities, job searches, licensure, and geographic areas with the greatest need for professionals.

The National Clearinghouse
for Professions in Special Education
1920 Association Drive
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E-mail: ncpse@cec.sped.org
URL:
http://www.cec.sped.org/ncpse.htm

LCCE
The Insider

Vol. 2 No. 2 | Exclusively for Users of Life Centered Career Education | November 1998

In Action—

LCCE in the City: Helping to Empower the Community

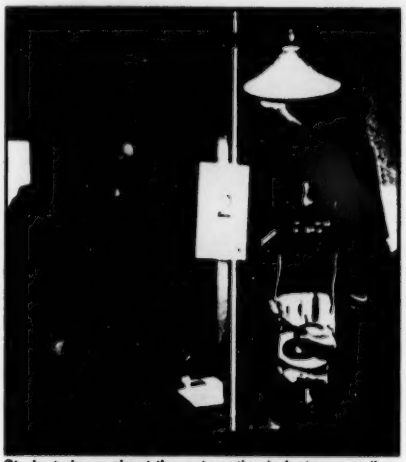
A transition program featuring ***Life Centered Career Education*** has made a hit in Detroit.

In fact, the project coordinator, Dr. Margaret Posch of Wayne State University, reports that the program was so well received that the Empowerment Zone agency funding it hopes the program will serve as a model for other empowerment zones.

The program, called "Community-Referenced Curriculum on Life Centered Career Education," is now in its second year of a 10-year implementation period. It is funded by the Detroit Empowerment Zone Development Corporation, which grants federal Title XX funds as part of its strategic plan to improve the inner city communities in Detroit.

"Detroit Public Schools has absolutely loved the program," said Dr. Posch. "And parents and teachers have responded positively as well."

The program is the product of a partnership among three agencies: Detroit Public Schools, Wayne State University (WSU), and Wayne County Regional Educational Service Agency. The project is the brain child of Dr. Sharon Field of Wayne State. These first 2 years have included very active involvement of the WSU staff who are familiar with the LCCE curriculum and assessment tools. After this year the WSU staff will be available for some help, but the schools and teachers will be expected to continue the implementation on their own.



Students learn about the automotive industry as well as quality control at the Henry Ford Museum as they participate in a special event called "What's My Assembly Line?"

About a dozen classrooms in several middle schools and one high school have begun the program so far. The population is composed primarily of students who are emotionally impaired or educable mentally impaired. Students with learning disabilities and some from general education may also be involved.

"This is as inner-city as it gets," explained Dr. Posch. "The kids live in tough neighborhoods. They are very protected by their parents and don't know much about their neighborhoods."

"It's such a flexible curriculum," commented Dr. Posch. Using the LCCE competencies grid as a guide, teachers "pick and pull" the lessons they want to teach from among the three domains of instruction. Dr. Posch suggests that teachers enlarge the grid, post it on a bulletin board, and have students color in the competency and subcompetency boxes as they are mastered.

Over twenty businesses and agencies have provided the community-based educational component of the program. Stu-

See "Empowering..." page 2

News—

New Book Sets Standards for Transition Personnel

In a time when federal laws are mandating increasing transition services, the states, districts, and individuals charged with providing direct transition services are often at a loss to know exactly what is—or should be—expected of the transition "person."

Work study coordinator, case manager, transition coordinator, SPED transition specialist—just some of the job titles held by Virginia educators involved in transition who participated in a study of roles of transition personnel. For positions that were essentially the same, no two people had the same job title. In fact, the 14 individuals carried 21 different job titles!

In addition, when they identified their responsibilities, the participants generated a list of 150 job tasks. They were able to condense these into 71 tasks in nine categories. (See ***TEACHING Exceptional Children***, Vol 30, No 3, pp. 13-15.)

Now, thanks to The Council for Exceptional Children, the knowledge and skills for beginning transition specialists have been spelled out for educators in the latest edition of ***What Every Special Educator Must Know, the International Standards for the Preparation and Licensure of Special Educators, Third Edition.***

"By identifying the knowledge and skills for transition specialists, we are defining the job," said Dr. Paula Kohler of the Transition Research Institute at the University of Illinois at

See "Linking..." page 2

Inside The Insider

Page 2 ***Going International***
Belize hosts first LCCE training outside North America.

Page 3 ***Notebook***
Cook up some mini-pizzas with this easy recipe.

News—

On Site in Belize: LCCE Goes International

When Eleanor Castillo, the principal of Stella Maris School in Belize City, Belize, looked into the CEC ***Spring 1998 Resource Catalog***, she found the answer to her problem of finding a life skills curriculum for her students, and for all the students with special needs in her country. She found Donn Brolin's ***Life Centered Career Education***.

Although special education services have been available in Belize for the past 40 years," said Ms. Castillo, "an appropriate and formal guideline has never been available."

Within a short time she wrote CEC asking if training could be provided for the teachers and related services personnel in the small Central American country. The result was the first ever international LCCE training. An education specialist was sent from headquarters with the dual purpose of training and also evaluating the feasibility of offering training outside the U.S. and Canada.

A CEC education specialist explains the finer points of correlating the lesson plans with the curriculum guide.

The 2-day on-site training was customized for Belize, which is an English-speaking country (formerly called British Honduras). Ms. Dativa Martinez of the Ministry of Education coordinated the event. Educators were introduced to the basic concepts of the program and given the opportunity to practice adapting the flexible curriculum to fit the culture of the country and meet the needs of particular students.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) helped fund the project and the U.S. Peace Corps provided technical assistance.

Linking Research to Practice to Define an Emerging Field

Continued from page 1

Urbana-Champaign. "We are articulating the essence of a field that's been emerging over 10 years," she stated.

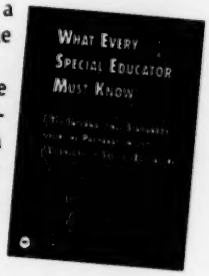
To develop the competencies, CEC's Subcommittee on Knowledge and Skills worked with the Division of Career Development and Transition and the Transition-Related Competencies Project at the University of Illinois, of which Dr. Kohler is director.

"What is unique about what we did was that we used over 200 specialists to help define and validate these competencies, but also went to the research in effective practices in order to identify the competencies in the first place."

Dr. Kohler named two skills and knowledge areas that she feels are particularly important: the ability to be instrumental in facilitating self-determination in students, and being able to link together the key players in the transition process—in other words, coordinating services. Someone besides the classroom teacher needs to be doing this, she said.

"We hope this listing is useful for states and organizations establishing certification standards and professional development activities for transition specialists."

The state of Ohio has already endorsed a Transition Specialist certification utilizing the CEC standards.



So what's the job title, and what's the job? According to ***What Every Special Educator Should Know,*** the title is "Transition Specialist" and he or she "plans, coordinates, delivers, and evaluates transition education and services at the school or system level, in conjunction with other educators, families, students, and representatives of community organizations." A big job.

For more information on the book, ***What Every Special Educator Should Know***, see the Resource Corner.

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Empowering the Community

Continued from page 1

dents take field trips to business sites, or business representatives come to the schools, providing instruction in such topics as banking, home safety, personal goal setting, conflict resolution, communications skills, and team-building.

Dr. Posch encourages teachers to reach out to the local businesses and agencies. "The community is anxious for someone to call to ask them to present to the schools. It helps them achieve the part of their business plans to reach out to the community."

Dr. Posch also has noticed the impact of cultural differences on the implementation of the program. She can see differences among schools based on the culture of the community. The student population in the empowerment zone is somewhat diverse, with African Americans and Hispanic Americans comprising the majority of students.

LCCE and community-based education has gotten the kids out into the community and made a difference in their lives.

"The wonderful part," said Dr. Posch, "has been seeing the students become more assertive and proud. Every experience has had a personal impact on some student."

Notebook

Book Review—

Food and Fun in 12 Easy Steps

While teaching independent living skills to clients in their homes, Eileen Laird soon learned that there were hardly any cookbooks for students who could read, but who needed a much simpler presentation than that offered by standard cookbooks.

So she made her own.

Cooking Made Easy, a sturdy little book of 140 pages, contains 88 recipes. Besides listing the ingredients, Laird also specifies the utensils needed. She limits abbreviations, which can cause confusion, and avoids mixed numbers, dividing the whole number and fraction into two separate steps. For ease in reading she uses all capital letters in the text. The recipes are coded: the dollar sign in the upper left corner shows the cost of the dish, and the number at the right rates the difficulty level.

Teachers will especially like her invariable first step: "WASH HANDS."

For more information, including a special Web site address, see the Resource Corner.

$$ **MINI PIZZAS** **(2)**

INGREDIENTS:

4 ENGLISH MUFFINS
SPAGHETTI SAUCE
MOZZARELLA CHEESE
GARLIC POWDER (WHITE SPICE)

UTENSILS:

LARGE KNIFE
SPOON
MEASURING SPOONS
CHEESE GRATER
TIMER
BROILER PAN
POT HOLDERS
CUTTING BOARD

DIRECTIONS:

1) WASH HANDS.
2) PREHEAT OVEN TO BROIL.
3) SPLIT 4 ENGLISH MUFFINS IN HALVES AND TOAST THEM IN THE TOASTER.
4) PUT A SPOONFUL OF SPAGHETTI SAUCE ON TOP OF EACH PIECE.
5) PUT EACH PIECE ONTO A BROILER PAN.
6) GRATE 1 CUP MOZZARELLA CHEESE AND PUT IT IN A SMALL BOWL.
7) ADD TO THE BOWL:

   1 TEASPOON (TSP) GARLIC POWDER - LEVEL OFF WITH A KNIFE
8) MIX WITH A SPOON.
9) SPRINKLE CHEESE MIX ON TOP OF MUFFIN PIECES.
10) PUT IN OVEN AND SET TIMER FOR 2 MINUTES.
11) WHEN TIMER GOES OFF, TAKE THEM OUT OF THE OVEN.
12) TURN OFF OVEN. THEY ARE DONE.

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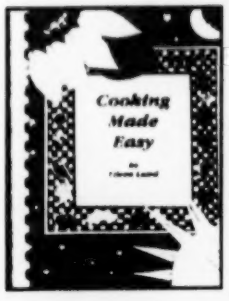
Resource Corner

Cooking Made Easy Web site

http://www.mindsync.com/tleonard

Be sure to check out the Web site for ***Cooking Made Easy***, by Eileen Laird, featured on page 3. You'll learn more about how and why the author wrote the book, as well get a view of the contents and check out a few more recipes. The site can also link you with other resources, including sources of picture cookbooks, and the various associations advocating for individuals with disabilities.



CEC does not sell this book, so you'll have to buy it directly from the author for $19.95. Write to P.O. Box 5431, Auburn, CA 95604-5431.

What Every Special Educator Must Know:

The International Standards for the Preparation and Licensure of Special Educators

Third Edition

The Council for Exceptional Children

A resource for developing teacher education curriculum, seeking accreditation, and evaluating or developing licensure requirements, this edition has added new specialization areas: muticategorical, special education administrators, educational diagnosticians, and special education paraeducators. See the story on page 1 to read about how the knowledge and skills section for transition specialists was developed.

Available from CEC.
#R5277 CEC Members $11.20 Nonmembers $16 Call 1-888-232-7733 to order.

National Transition Alliance Web site

http://www.dssc.org/nta

If you are serious about any kind of community-based instruction, load up your printer with lots of paper! This Web site has a number of on-line publications that will help LCCE teachers implement the community-based components of LCCE.

A series of fact sheets give easy-to-digest information on laws relating to transition and school-to-work initiatives, definitions of disabilities, and lists of resources for various disabilities such as autism and severe and/or multiple handicaps.

Especially useful is the ***Employer Toolkit,*** a wonderful document that can be used in recruiting local businesses. It gives ways employers can become involved, strategies for supervising and successfully working with youth who have disabilities, and most importantly—for them—types of tax breaks they can get for their efforts! A must-have document!

LCCE
The Insider

Vol. 2 No. 3 Exclusively for Users of Life Centered Career Education April 1999

Nevada District Invests in 'Project Paycheck'

LCCE Provides Essential Component in Pilot Program

The basic skills of reading, writing, and arithmetic are not enough, says Leslie Chumrau of Nevada's Washoe County School District (WCSD) in describing the rationale for implementing a pilot transition program that includes ***Life Centered Career Education*** as a basic component.

In an article published in ***Nevada Access,*** a newsletter published by Nevada's university affiliated program (UAP), Ms. Chumrau said, "Research during the past three decades clearly reveals that students must learn four major categories of skills: academic, daily living, personal-social, and occupational. WCSD's focus on a new curriculum in the four domains with support from parents, community, and outside agencies is the formula which will build a strong school program with a strong work component."

Students from Hug High School check the stock at Shopko where they gain experience through an on-the-job training program.

The program,known as Project Paycheck, is now in its first year of implementation, and is the outgrowth of the work of a special education assessment committee that in the process of studying assessment devices discovered "an urgent need for a curriculum that addressed job skills for everyone."

Project Paycheck involves special education students in resource, self-contained, community-based, and alternative settings in 10 schools this year: five high schools, four middle, and one alternative school. An additional 10 schools will implement the program next year, with the "veteran" schools serving as their mentors.

According to Ms. Chumrau the schools will teach the Daily Living and Personal-Social Skills domains, while vocational reha-

See "Leaders.." page 2

Spring LCCE Training Sessions Offer Choice in Venue, Length

Educators seeking training to help implement LCCE have a choice of two regional workshops scheduled for this month. First on the calendar comes a one-day preconvention workshop on April 14 at the CEC Annual Convention in Charlotte, North Carolina. One week later Clare, Michigan, will be the site of a two-day LCCE training.

While the preconvention LCCE workshop has become a CEC Annual Convention tradition, the Clare training represents a new approach that combines the concepts of custom on-site training with regional training. This new "hybrid" should save money for districts wanting large scale training, but unable to send all participants to a regional, or to cover the cost of an on-site.

In this new approach, CEC and a host district, in this case the Clare-Gladwin Regional Education Service District, co-sponsor the "event." As in an *on-site* training, the district takes care of the site arrangements and related expenses which they can often do at reduced costs using space and equipment already owned by the district.

As in *regional training* events, CEC supplies and covers the cost of the trainer, supplies training material and manages registration, charging a per capita rate.

Both partners share in publicizing the event and the host agency gets to "send" a certain number of participants for a reduced cost. This saves both partners money and should facilitate more frequent training events. Agencies interested in pursuing this type of arrangement are urged to call CEC.

To register for either event, individuals may call the CEC toll-free number (1-888-232-7733) or use the CEC Web site (www.cec.sped.org). Cost for the preconvention workshop is $125 for CEC members, and $160 for nonmembers. The cost of regional training is $235 for CEC members, and $285 for non-members. Districts paying for four participants may send a fifth person for free.

Inside The Insider

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Transition group to present Donn Brolin Award.

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Don't let your students become victims!

FAQ Experts Answer Frequently Asked Questions about Life Centered Career Education

Q How is LCCE being implemented with the new reform initiatives calling for higher standards, but at the same time realizing the need for a more functional curriculum for students with disabilities?

A **Dr. Robert Loyd, author of** *Life Centered Career Education Modified Curriculum for Individuals with Moderate Disabilities* **answers:**

"There are several models that are being implemented to integrate LCCE into the existing curriculum. Some schools are infusing the competencies into the existing curriculum realizing that many nondisabled students can benefit from the acquisition of these same skills.

"Other schools are naming their courses LCCE Math, LCCE Social Studies, etc., and are addressing the competencies and subcompetencies on a individualized basis as listed in the students's Individualized Education Program (IEP).

"Still other programs are integrating the LCCE curriculum activities in study skills, life skills, and vocational preparation elective course offerings."

Q What is the best way to get started actually implementing a program?

A **Pat Burch, LCCE trainer and user says this:**

"The first thing to do is to build awareness by the school board, parents, the community and the school administration. Set up an advisory board and make presentations at meetings. A good 10-minute presentation can get you all kinds of support, from extra funding to guest speakers to work sites."

Continued from page 1

Leaders See LCCE as the 'Logical Choice'

bilitation personnel will help in the teaching of the Occupational Guidance and Preparation. The curriculum has been purchased through a grant from the State Department of Employment Training and Rehabilitation, Employment Security Division.

Each school has or will have one set of the complete curriculum package, and each teacher will have his or her own curriculum guide.

In addition to a two-day LCCE training, practitioners meet monthly to share ideas and to learn new strategies. This on-going process will earn the teachers valuable in-service credits.

An interesting new professional position has come about in implementing the curriculum: "job developer." The certified special education teacher in this part-time position will conduct a task/job analysis at potential job sites and develop curricula to be taught in the school to prepare the students for on-the-job experience. So far this individual is developing material for restaurant and retail employment.

Implementing LCCE successfully requires support on many fronts, and Ms. Chumrau expressed appreciation of Dr. Darlene Schottle, the Nevada special education director for her support.

In addition, Ms. Marsha Lakes, the Nevada state special education consultant, has been instrumental in bringing LCCE implementation to the whole state.

"From a state perspective," said Ms. Lakes, "I've seen an increasing number of teachers say we need something beyond the general education curriculum. We need an alternative.

"In my review of material, I saw the LCCE as a logical choice for students who would not be pursuing the course of studies for a standard diploma. LCCE is viable and very effective for kids with significant needs."

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Donn Brolin Award to be Presented at Annual CEC Convention in Charlotte

The *Donn Brolin Award* will be one of five awards presented by the Division for Career Development and Transition at the annual convention of The Council for Exceptional Children in Charlotte, North Carolina, this month.

Named in memory of Dr. Donn Brolin, the creator of ***Life Centered Career Education*** who died unexpectedly in 1997, the award honors people who have made exceptional contributions to the field of career development and transition.

Three areas of leadership noted by Dr. Brolin in his last article form the criteria for the award. The recipient must demonstrate exceptional services in at least one of these areas: interaction with general education and administration, involvement with the local community, and/or effort to recruit all career, vocational education, and transition leaders into DCDT.

The first winner of the award, given at the CEC convention in Minneapolis last year, was Stephanie Corbey, a special education coordinator for the Minneapolis school system. Ms. Corbey organized a program which trained a multidisciplinary group of people to assist in transition planning across the state, helped Minnesota obtain a systems change grant, and stimulated growth of the state Division of Career Development and Transition.

Don't Let Your Students become—*Victims!*

Notebook

It's time to call Officer Bob and Banker Bill! The two noteworthy items discussed below emphasize the importance of helping students avoid becoming *victims*, either of crime or of easy credit. ***Life Centered Career Education*** addresses these issues through several subcompetencies. If you haven't taught or reviewed these important skills this year, consider doing it now! Your local police departments and financial institutions will be glad to help!

If you've developed related lessons, consider sharing them with your LCCE colleagues through ***The LCCE Insider.*** Just give the editor a call at 703-264-9451 or e-mail:susanb@cec.sped.org

New Law a Start in Helping Crime Victims with Disabilities

With the signing into law of the Crime Victims with Disabilites Awareness Act last October, the federal government took the first steps in addressing the growing problem of crimes against people with disabilities.

Sponsored by Ohio Senator Mike DeWine, the law mandates a study of the nature and extent of crimes against persons with developmental disabilities, how the justice systems respond to these crimes, and what programs and policies could make the systems more responsive.

In a speech before Congress, the senator explained that while the United States has no significant studies on the topic, "research in foreign countries has found that persons with developmental disabilities are at a four to 10 times higher risk of becoming crime victims than those without disabilities."

The English-speaking countries report that these victims suffer repeated victimization because the crimes are not reported, and when they are, justice officials are reluctant to rely on the testimony of the victim.

"Greater knowledge about victims with developmental disabilities," said Senator DeWine, "will help service providers target program more effectively. Victims and their families will have a better understanding of crime risks. Justice and social service policy makers will have a greater understanding of how, where, and when these crimes occur, the characteristics of victims, and how these crimes affect victims and their families."

Meanwhile, dust off these lessons:

Competency 3:
Caring for Personal needs
Subcompetency 16:
Practice Personal Safety
Lessons 1-4

Competency 15:
Making Adequate Decisions
Subcompetency 62:
Locate and Utilize Sources of Assistance
Lessons 1-4—*You'll need to adapt some lessons to fit the topic.*

Easy Credit for Individuals with Disabilities: A Problem with No Easy Solutions

Easy credit is a trap anyone can fall into, but for individuals with developmental disabilities, that trap can be particularly painful.

As an article in the ***Wall Street Journal*** (November 10, 1998) pointed out, "growing numbers" of people with mental retardation are getting themselves and their families into serious financial trouble because they lack the judgements and skills needed to "fend off the barrage of telemarketing, junk mail and television come-ons offering easy acess to credit cards."

This trend may be an unfortunate side-effect of both society's push to train individuals with disabilities to lead independent lives, and the credit card industry's push into new markets, especially the low income market where individuals with disabilities are likely to be found.

Ironically, the very laws that some states have to protect the disabled from discrimination prevent lending institutions from denying them credit.

The article, "Credit Cards Invade a New Market Niche: The Mentally Disabled," detailed accounts of individuals who ran up thousands of dollars in debt to credit card companies and retail stores. The burden to undo the harm is often taken on by distraught, elderly parents.

The implications to educators are clear: teach wise credit usage early and often, and reinforce those skills throughout the adult years with the help of local agencies charged with looking out for individual with disabilities.

LCCE addresses these vital skills in the following competency area and lesson plans:

Competency 1:

Managing Personal Finances

Subcompetency 5:
Use Credit Responsibly
Lesssons 1-8

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Resource Corner

For Your Bookshelf—

Integrating Transition Planning into the IEP Process, Second Edition

A revised version of ***Integrating Transition Planning into the IEP Process*** will be ready for distribution before the end of the school year. The book is meant to serve as a guide for educators, parents and others involved in the transition planning process.

Developed by the Division on Career Development and Transition, the book will reflect the very latest in special education policy including the recently released, long-awaited "Regs"—the regulations developed by the U.S. Department of Education. In addition, The Carl D. Perkins Vocational and Applied Technology Act of 1998 and The Workforce Investment Act of 1998 are explained.

The new version includes several new appendices which contain an outline of the transition planning process, sample goals and objectives and an extensive list of transition activities.

To order, call CEC at 1-888-232-7733.

For Professional Development—

10th Annual International DCDT Conference

Charleston, South Carolina

October 21-23

To be held at the Sheraton Charleston, the conference will feature presentations by national, state and local professionals on a range of topics including: assessment for transition, post-secondary programs, at-risk populations/youth offenders, education reform/systems change, self-determination, and other topics covering critical issues in transition for children, youth and adults with special needs.

Of special interest is the keynote speaker: Ted Kennedy Jr., known for his work on behalf of the rights of people with disabilities.

Registration information will be available in August. To learn more about the conference, check the DCDT web site, which can be accessed through the CEC web site at www.cec.sped.org